



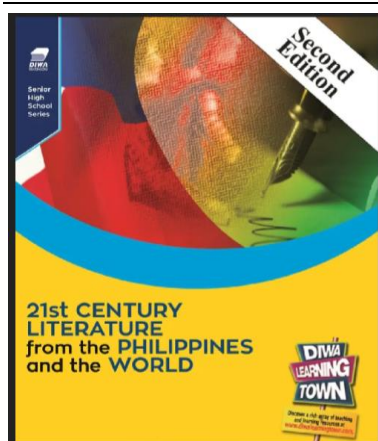
1st Century Literature from the Philippines and the World

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Eight years ago, the Department of Education (DepEd) embarked on a transformative journey with the full-scale implementation of the K-12 program, guided by the Republic Act 10533, known as the Enhanced Basic Education Act of 2013. This landmark legislation aimed to reshape the educational landscape in the Philippines, aligning it with global educational standards. The impact of this initiative on the Philippine educational system and its stakeholders has been a subject of rigorous examination by scholars and researchers.

In a comprehensive analysis by Oxford Business Group (2017), the K-12 program triggered a profound overhaul of the curriculum, introducing innovative subjects and pedagogical approaches at the secondary level to nurture holistic learning experiences. A pivotal feature of this program is its provision for senior high school students to specialize in various tracts based on their interests. Within the four pathways offered by the K-12 Program—Higher Education, Entrepreneurship, Employment, and Middle-Level Skill Development—Literature stands as a compelling choice for learners pursuing Higher Education. By engaging in this course, students not only encounter a wide range of literary selections across various platforms, delving into the intricacies of the human

experience, but they also lay the groundwork for potential careers as writers and cultural ambassadors in the future. The study of literature equips learners with the tools to navigate a volatile, uncertain, complex, and ambiguous (VUCA) world, and fosters a deeper understanding of human behavior, societal norms, and cultural traditions (Stein, 2021). Being exposed to this expands viewpoints and promotes empathy and tolerance, which are crucial qualities for upcoming professionals and leaders in the global society.

Numerous books and references have emerged to support this course, with one notable example being the second edition of *“21st Century from the Philippines and the World,”* authored by Sayuno, Chua, and Ochoa (2019). This book harnesses new media platforms to bridge the gap between contemporary literary trends and the challenges of interpreting written texts in the present era. It offers accessible links through platforms like Google, Facebook, Instagram, Youtube, Rappler, Philippine Daily Inquirer, and Philippine Star, tools that align with the social-media savvy nature of today’s learners (Greenhow, Walker, & Kim, 2010; Beurin, 2022).

Furthermore, this book, *21st Century Literature from the Philippines and the World*, provides learning activities designed for individual, paired, and group work. Research by Lelei (2015) suggests that as students mature, group work becomes an increasingly effective learning method compared to solitary study. It also integrates real-life applications of lessons, encouraging students to transcend classroom walls and utilize the vast resources of the Internet. Moreover, the book presents a gradual survey of Philippine literature, spanning from the pre-colonial era to the present day, affording learners a comprehensive view of the evolution of literature, and enhancing their appreciation for the course.

Structured into two distinct units, the book offers a well-rounded literary education. *Unit I, 21st Century Philippine Literature from the Regions*, with eight modules, lays the foundation by introducing learners to the rich tapestry of literary genres and forms prevalent in the Philippines. It delves into the pre-colonial literary heritage, with the first three modules exploring the literary backdrop of the Philippines. The materials featured in these initial modules harken back to eras predating the 21st century, exemplified by works like *“Mariang Makiling.”* Subsequent modules transition into contemporary literary texts and the corresponding literary critiques by contemporary authors.

In *Unit II, 21st Century Literature from the World*, having 9 modules, learners embark on a literary journey that surpasses national boundaries. They are exposed to literary selections from neighboring Asian countries and they gradually expand their exploration to encompass literary expressions from around the world. This unit encourages learners to move beyond the confines of their own nation and immerse themselves in the diverse world of literary artistry, as presented through the lenses of both established and emerging writers. Additionally, the theoretical perspectives integrated into these modules offer unique avenues for analyzing literary texts while fostering cultural and global awareness.

However, this book, like any educational resource, has its limitations. It predominantly features contemporary literary texts while including works from other countries that may predate the 1990s, such as the epic *“Beowulf.”* The holistic rubric employed lacks detailed analytic descriptors, and some of the questions may be considered generic. Also, a hyperlink on page 51 leads to an unrelated website.

Nevertheless, despite these minor drawbacks, this book’s notable qualities make it a valuable resource for research-oriented endeavors in the field of literature education. Its diverse selection of literary works, spanning different periods and regions, offers a rich dataset for scholars and researchers interested in comparative literature studies. By analyzing how various cultures and

time periods have expressed similar themes or ideas through literature, researchers can gain valuable insights into the universality of human experiences and cultural diversity. Additionally, the book's incorporation of contemporary literary trends and multimedia platforms aligns with the evolving landscape of literary analysis, providing opportunities for research on digital humanities and modern interpretation methods.

Moreover, its emphasis on group work and real-life applications can inspire research on pedagogical techniques and their impact on student engagement and learning outcomes. Lastly, its global perspective lends itself to cross-cultural studies, enabling researchers to explore how literature transcends national boundaries and contributes to global literary dialogues. In sum, this book holds significant potential for research initiatives aimed at advancing the understanding and teaching of literature.

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